

Tutshill Community Pre-School

Inspection report for early years provision

Unique Reference Number	101723
Inspection date	25 February 2008
Inspector	Angela Cole
Setting Address	War Memorial Hall, Coleford Road, Tutshill, Chepstow, Gwent, NP16 7BN
Telephone number	01291 629134
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Registered person	Tutshill Community Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Tutshill Community Pre-School is managed by a committee made up of parents of children at the setting. It opened in 1971 and operates from the War Memorial Hall in Tutshill, near Chepstow in Gwent. Children mainly use one of the two halls for activities and the other for occasional activities. There is immediate access to an enclosed, outside area with safety surfacing. A maximum of 28 children may attend the pre-school at any one time. The group is open from 09.00 to 12.00 each weekday morning, except Tuesday. Afternoon sessions are held on Monday and Thursday from 12.30 to 15.30 and on Tuesday from 12.00 to 15.00.

There are currently 36 children aged from two years nine months to under five years on roll. Of these, 33 children receive funding for early education. Children come from within the village or from the surrounding area. The pre-school currently supports a number of children with learning difficulties and/or disabilities. The staff have experience of supporting children learning English as an additional language.

The pre-school employs six members of staff and three hold appropriate early years qualifications. Of these, one is working towards a qualification and another towards a foundation

degree. The staff are supported by parents on rota duty and the group has close links with the local school.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have daily opportunities for exercise and fresh air. They effectively control wheeled toys, confidently balance on rockers and regularly climb under and over different equipment. They enjoy joining in action songs to develop sequences of movements, such as stretching and curling at different speeds. They are well engaged in activities requiring hand/eye coordination and gain increasing control over mark-making equipment for neat use of brushes and vigorous chalking.

The children thrive because staff follow effective procedures that meet their health needs. For example, they use protective clothing for nappy changing and clean tables thoroughly. Children learn the reasons for good hygiene practice, including competent handwashing, and say it is so they do not get germs in their tummies. They receive good continuity of care through sharing information with their families about accidents, and parents always sign medication records. The children are well protected from spread of infection through staff's clear policy about sick children, which they share with parents.

Children have free access to fresh drinking water so they do not become dehydrated. They learn about healthy eating through examining vegetables they have grown and discussing their favourite healthy foods, such as fruit and milk. Parents effectively support the healthy eating programme promoted regarding children's lunch boxes. The children enjoy varied, nutritious snacks that comply with all special dietary requirements to ensure they remain healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The regularly cleaned premises are child-friendly, bright with displays and kept at an appropriate temperature so that children are comfortable. Children gain good independence as they visit the toilets individually and freely access the outdoor play area during the session. Staff take effective responsibility for checking and cleaning toys and equipment so that children play safely. The resources are safe, good quality and entirely appropriate for the children's ages. Children enjoy using the attractive, revamped book corner and access some storage, including a good selection of sand toys and writing materials.

Children are cared for in a safe environment where most hazards are minimised. Staff are well aware of the daily checks and written risk assessment is detailed, except for the side hall. As a result, adults are vigilant to protect children so they arrive safely and may not leave the premises unsupervised. Staff note any patterns of accidents and take prompt action to reduce the hazard, for example, by increasing time spent outside so children are calmer. Children think about keeping themselves safe as they are frequently involved in emergency practices and discuss safety issues, such as running indoors.

The children's welfare is given high priority. For example, parents are effectively involved in the recording of injuries with which children arrive. The group ensures that all staff have, or are booked, on training in first aid and child protection to receive up-to-date training and

information. This knowledge is underpinned by comprehensive policies in line with local child protection procedures to support them to take appropriate action in the event of any concern.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and enjoy their time in the group. They successfully form attachments to staff and each other and settle quickly to concentrate on their initial and subsequent activities. New children are contented throughout their first, full session and have confidence to move around the room, for example, to wash after snack. The range and balance of activities helps children to make very good progress in all areas of their development. There is a robust programme of observation in place so that staff record what children do to help them plan the next steps in their development. The group's planning is firmly based around children's needs and the 'Birth to three matters' and Foundation Stage frameworks so staff ensure that children take part in varied activities covering all areas of their development. Children gain very good language skills as the attentive staff engage them in complex discussions to extend their competent sentence construction. They are well supported to think for themselves, for example, about the properties of magnets. They have very good opportunities to explore the natural world to describe the effects of weather, experience wind blowing their ribbons, play with wood and dig the garden for vegetables.

Nursery Education

The quality of teaching and learning is good. Staff have, or are gaining, very good knowledge and understanding of the early learning goals. As a result, they effectively link their planning to the Foundation Stage and target children appropriately to extend their learning. The plans are firmly based on the keyworkers' assessments regarding the children's needs. Resources are well used, though the learning environment is not yet planned to fully support individual's interests that may be observed arising out of their play. Children greatly benefit from very good teaching methods, including a strong focus on child-initiated play and use of small groups, for example, at story time. Children enjoy being challenged, for example, as they look to see the colours they are wearing and hear descriptions of objects for them to recognise. Staff are aware of how to differentiate and extend activities accordingly, including sorting coloured toys. Good use is made of time as changes in routine are smooth so that children remain focused.

Children make very good progress towards the early learning goals in all six areas of learning. They develop their communication and listening skills with the aid of very good supporting strategies. They build up their vocabulary and hear clear speech from staff to extend their negotiating and storytelling, for example, about cars breaking down. Children distinguish different sounds and show good awareness of rhyme. They enjoy looking at a reference text about dinosaurs, and are keen to 'read' books to each other. Children confidently recognise their names and are keen to write these on their work. Children make very good progress in relation to their starting points. Many use numbers in their play, for example, to say that food costs £50. Some children spontaneously count to high figures, for example, to find they have twelve blue objects. Very good use is made of number songs and of activities in routines, including taking pieces of fruit and adding one more. Children competently compare objects by size, focus on shapes in the room, and follow position words as they go 'under' and 'over' equipment.

Children explore a wide range of materials to extend their ideas, for example, to prepare cooking ingredients, grow flowers and keep a wormery. They investigate everyday technology with a

'phone and a calculator, and skilfully use a computer mouse and listening centre. Construction materials are available each session for children to join and build. Children begin to know about past and present through familiar routines and interesting themes. For example, they eagerly recall a train journey, search on a globe to find where a present came from and explore a variety of celebrations through story and craft. They co-operatively role-play their experiences, for example, taking turns to be the chef and customers in a Chinese 'restaurant'. Children enjoy loud and soft action songs, and explore rhythm with instruments and moving streamers to music tapes. They often use their imagination to paint with mixed colours and enjoy working as a group to create a huge 'rocket'. Children are keen to use their senses, including looking through a magnifying glass and creating clay models, including a snowman.

Helping children make a positive contribution

The provision is good.

Children are most effectively supported to settle through staff getting to know them during extensive, pre-care discussions. They gain good self-esteem as staff offer frequent opportunities for decision making. For example, they choose from a wide range of indoor and outdoor activities and decide upon favourite songs for the group. Tasks, such as being helper of the day, teach them a sense of responsibility; children show a sense of pride in their achievements, beaming widely as they receive stickers, for example, after completing the calendar. Staff ensure that resources positively represent children who attend, as well as individuals from the wider community. This helps children develop a positive attitude to others.

The children are well known and highly supported as individuals. They learn that it is important to consider others' feelings as staff honour their requests, such as singing Happy Birthday very quietly. All children are included and those with additional needs are very well supported. Staff devise detailed plans for them with realistic targets and review dates. They work closely with parents and different agencies, including a visiting speech therapist, so the children's learning and care requirements are well met. Children's behaviour is managed sensitively by staff who consistently foster a calm atmosphere and encourage consideration for others through sincere praise. Children are keen to tell others their five golden rules. As a result, they learn to be polite and take responsibility for their behaviour by sorting out their own differences. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Staff work hard to develop supportive relationships with new and established families. As a result, children benefit from much exchange of information about the group and parents have effective opportunities to learn about children's achievements. They know they can see their child's records at any time, though their comments are not regularly included for each child. Parents are well involved in the children's learning through management, day-to-day help and support for activities, such as a castle visit and 'show-tell' time.

Organisation

The organisation is good.

Children are cared for by teams of experienced adults who are suitably qualified. The group uses robust procedures to appoint and vet new staff, and there is a sound system to check their ongoing suitability to work with children. High ratios of adults to children are maintained and the keyworker system is well established to support children and their families. The staff foster

good links with the village school and this helps children's transitions as they move on. The setting meets the needs of the range of children for whom it provides.

All legally required documentation is in place and well organised with high priority given to confidentiality. The daily register provides a detailed record of children's attendance and the group has sheets to set up a log for any compliant to include the necessary information. Records are effectively shared with parents concerning the children's health and safety. The group's operational plan is detailed and its clear policies are regularly reviewed to reflect the good practice in the group.

Leadership and management are good. The committee is supportive, for example, in promoting staff's professional development and providing planning time for the children's benefit. The leader has very good commitment to improvement. As a result, staff regularly monitor children's learning and evaluate their practice to devise far-reaching plans for action, including reorganisation of indoor and outdoor learning environments. The setting benefits from strong, knowledgeable leadership that promotes good team working through delegation of responsibilities, including assessment and planning. The leader and management are highly committed to promoting an inclusive environment in which every child matters.

Improvements since the last inspection

The previous care inspection recommended that the setting improved the policy for child protection and its risk assessment. The policy for safeguarding children has been extended to include a procedure to follow should an allegation be made against a staff member or volunteer working on the premises. Staff now follow a list to conduct daily checks on the activities and outdoor area and they record detailed risk assessment for outings. As a result, children's safety has been improved, though risk assessment of the side hall remains an issue for development.

In the previous education inspection, no significant weaknesses were noted and the pre-school was asked to further consider encouragement for children's own 'writing'. Staff have further developed children's writing areas. They now provide a wider range of materials that encourage children's interest in writing in meaningful situations, including role play. This improvement has had a positive impact on children's learning.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by the parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- record the risks to children in relation to the hall and action taken to minimise these.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the links between planning and assessment which regularly includes parents' comments to plan for children's individual interests.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk